

**Mr. Speaker:** Now I shall put the cut motions.

*All the cut motions were put and negatived.*

**Mr. Speaker:** The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper, be granted to the President, to complete the sums necessary to defray the charges that will come in course of payment during the year ending the 31st day of March, 1966, in respect of the heads of demands entered in the second column thereof against Demands Nos. 64 to 68 and 133 relating to the Ministry of Industry and Supply."

*The motion was adopted.*

*[The motions of Demands for Grants which were adopted by the Lok Sabha, are reproduced below.—Ed.]*

**DEMAND No. 64—MINISTRY OF INDUSTRY AND SUPPLY**

"That a sum not exceeding Rs. 87,14,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Ministry of Industry and Supply.'"

**DEMAND No. 65—INDUSTRIES**

"That a sum not exceeding Rs. 4,06,44,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Industries.'"

**DEMAND No. 66—SALT**

"That a sum not exceeding Rs. 50,77,000 be granted to the President to complete the sum necessary to defray the charges

which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Salt'."

**DEMAND No. 67—SUPPLIES AND DISPOSALS**

"That a sum not exceeding Rs. 3,13,45,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Supplies and Disposals'."

**DEMAND No. 68—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF INDUSTRY AND SUPPLY**

"That a sum not exceeding Rs. 37,48,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Other Revenue Expenditure of the Ministry of Industry and Supply.'"

**DEMAND No. 133—CAPITAL OUTLAY OF THE MINISTRY OF INDUSTRY AND SUPPLY**

"That a sum not exceeding Rs. 54,09,61,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of 'Capital Outlay of the Ministry of Industry and Supply.'"

**MINISTRY OF EDUCATION**

**Mr. Speaker:** The House will now take up discussion and voting on Demand Nos. 15 to 21 and 118 relating to the Ministry of Education for which 6 hours have been allotted.

Hon. Members desirous of moving their cut motions may send slips to the Table within 15 minutes indicating which of the cut motions they would like to move.

**Shri Daji:** Cut motions may be permitted to be moved tomorrow morning. So many have left.

**Mr. Speaker:** There is still time. We can see if there is some difficulty.

DEMAND NO. 15—MINISTRY OF  
EDUCATION

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 76,05,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Ministry of Education.’”

DEMAND NO. 16—EDUCATION

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 37,25,87,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Education.’”

DEMAND NO. 17—ARCHAEOLOGY

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 1,01,63,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Archaeology.’”

DEMAND NO. 18—SURVEY OF INDIA

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 3,58,82,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Survey of India.’”

DEMAND NO. 19—BOTANICAL SURVEY

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 27,54,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Botanical Survey.’”

DEMAND NO. 20—ZOOLOGICAL SURVEY

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 24,19,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Zoological Survey.’”

DEMAND NO. 21—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF  
EDUCATION

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 8,97,49,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Other Revenue Expenditure of the Ministry of Education.’”

DEMAND NO. 118—CAPITAL OUTLAY OF  
THE MINISTRY OF EDUCATION

**Mr. Speaker:** Motion moved:

“That a sum not exceeding Rs. 5,04,62,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1966, in respect of ‘Capital Outlay of the Ministry of Education.’”

The Demands are now before the House. Shrimati Gayatri Devi. She has also to rise if she wants to speak.

**Shrimati Gayatri Devi** (Jaipur): Mr. Speaker, I have many observations to make on the demands of the Ministry of Education, some of them of a critical nature and some, of a suggestive nature. While I fully realise the gigantic task of educating the rapidly growing population there is no excuse for all the years that have been wasted.

The hon. Education Minister said recently that education should be production-orientated, with greater emphasis on science and technology. The sooner this is done the better because not only will it reduce the pressure on the universities but it will reduce unemployment and effectively fill the vacuum of posts of skilled labour that the country needs in its industrial projects. Today even though a start has been made in this direction the progress is very slow. All those who are responsible for our planning should have realised long ago that if their plans were to be effective they would need skilled and trained personnel to implement them. Education should have been planned to keep pace with the growth of industry, and even though industrialisation has been slower than expected the right type of education has lagged even further behind. However there is no point in continually harping on our past errors but we should not repeat them in the future. We have already lost so much time; we cannot afford to lose any more. We must face all our many problems and find the right solution to them as rapidly as possible and set about the task of educating the youth of this country in the most appropriate manner possible so that they are able to cope with all the difficulties that will beset them.

Indians are fast becoming a shabby, untidy, undisciplined people with little or no civic sense. To arrest this it is my sincere plea that civic discipline be inculcated in the small children as soon as possible. If you

drive through any urban area in India you see nothing but ugliness, untidiness filth and squalor—this is because of lack of civic sense and civic discipline—except of course in the South of India where more civic discipline prevails. All this is a sad reflection on the character of the people—this laissez-faire attitude, this carelessness, this apathy is fast becoming a part of our national character. And if we want to build a strong nation, our countrymen must be made to realise before it is too late that they must educate our people to be responsible and disciplined citizens. This is a proper place to mention the lack of respect for the elders and the indiscipline of the students. How has this come about? Mr. Chagla attributes student indiscipline to a 'sense of frustration, lack of involvement and changing social values'. And he says that there should be a sense of dedication and that they should feel that they are contributing to the building of the nation. That of course is one of the objectives of education but are we giving them the right sort of training to make them feel a sense of urgency? Are we giving them the right training for what they have to do? Are those in the different States who are charged with the very serious responsibility of piloting education projects themselves adequately equipped to do this job? Do they have the understanding that is required to carry out their functions without bias or political consideration? These are questions which need serious thought because the students of today are the foundation on which the nation of tomorrow has to stand.

I shall now turn to some specific problems. To meet the requirements of our rapidly increasing population we shall need more and more teachers. The annual report of the Education Ministry gives its proposals for the expansion of teacher training facilities. These I feel will take too

long a time specially as the demand for trained teachers is so urgent. I have a suggestion to make which might to some extent solve this problem. Students of higher secondary schools could quite easily be given extra-curricular courses of child psychology and training to teach in primary schools. This will have a double advantage: we shall have competent teachers in our primary schools and, at the same time, the students who seek immediate employment will not have to waste time and they can go straight into the jobs. If at any time they feel the need to acquire more training, they can always take advantage of the different training centres that the States are starting.

Regarding the teaching of science in the primary schools and middle schools, it is obvious that it is well nigh impossible to provide even 10 per cent of them with the right kind of equipment, but it would be possible to build science laboratories in the urban areas for the specific purpose and use of middle school students. If we could have combined libraries and laboratories in centrally-located places, the students of different schools could use them, and it would cost far less than trying to provide every school with a science teacher and equipment. The library I mention would be an added advantage to the students. It should be a general library for lending books to the school-going children.

Here, I wish to draw the attention of the Education Minister to an article dated March, 9, entitled "Bureaucratic lapse and flexibility". It is about a group or society of women in England who sent books to children all over the world, and apparently, they sent to India about 10,000 books which were refused entry by the customs people in Bombay. I wish the Minister looks into this. I think we need these books in this country. At present, they go to 59 other countries and they were only stopped from entering India because of the customs in Bombay. I shall give this article

to the hon. Minister if he is interested.

As regards the teaching of science in the rural areas, it would be a pity if the children in villages were to be deprived of the same advantages as their counterparts in urban areas, the cities, and perhaps it would be possible to teach them practical science by converting trucks into mobile units—mobile laboratories—and send these mobile units to serve several village schools. The teacher who goes with the mobile unit could have his headquarters in a central place, so as to give advantage to as many students as possible. I do not know if in any way this suggestion is practicable. but I should like to ask the hon. Minister to have it examined! So many little boys in the village express their desire to learn science. This thirst for knowledge and the desire to learn is so great that I think we should do everything possible to help them.

The aim of educationists is not merely academic: character-building plays a very important role, and so does physical development. Therefore, it is very essential to include games that develop team-spirit, and also other competitive physical recreations. In towns and cities, it is not possible for educational institutions to have their own sports fields. And so I feel it is essential to provide common sports grounds or playing-fields to schools and colleges and other institutions in urban areas which would be on the same sort of lines as the national playing fields in England.

Teachers play a vital role in this country, and I am glad to see that the Government is trying to improve their conditions of service. Prices in this country tend to rise and the rupee cannot be trusted from day to day. Therefore, I would suggest that teachers should be provided with free accommodation and given other necessary amenities according to their

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grade and status. In the rural areas this is particularly essential because in the small villages there is absolutely nowhere where they can stay with any degree of comfort or privacy.

In view of the fact that we have at long last realised the importance of agricultural expansion, I think we should include it in the curriculum of village schools. After all, most of the children who go to these schools are farmers' children and if they were taught improved methods of farming in all its aspects, I feel it would pay far richer dividends than what our sophisticated agricultural colleges do, where too much emphasis is laid on theory and the students hardly ever get an opportunity to do any practical work under the conditions that prevail in the country. The result is that most of them have no knowledge of how to work with common implements and under local conditions. In fact, I believe that most of them hardly know how to plant a potato!

The primary need of the hour is for skilled labour, and therefore it is essential to improve the standard of the multi-purpose schools and the polytechnical colleges. On completion of their courses in the former institutions students should be able to take up immediate employment as first class technicians and after completing the course a polytechnical college student should be competent enough to take up supervisory work.

One more factor which should be stressed is the need for a liberal attitude in releasing foreign exchange for the purchase of scientific apparatus for our universities and colleges. As things are, we are already behind other advanced countries in scientific knowledge. We shall continue to remain behind if we do not get for our technical institutions the latest scientific instruments and apparatus.

On going through the Annual Report one can see that this depart-

ment agrees with the consensus of opinion that the standard of education at the higher secondary level needs a great deal of improvement. This is a very weak link in the chain of education and it may be due to this reason that our universities remain at a poor level. In this connection, I would suggest having model schools in each district. These schools should have all the best amenities, in regard to teachers, equipment, buildings, play-grounds etc. The staff should be well paid and recruited on merit and not subject to routine transfers. Only the most promising pupils should be admitted to these schools. It would be interesting to see if this improves the standard at the university stage. I am glad to see that the Government is thinking of starting schools on these lines.

The admission of students to universities is so easy. The standards of the Secondary School Leaving Certificate are so very low. This should be taken care of. The average *per capita* income in this country being so low, it would perhaps be a good idea if there were Career Masters in most schools who could watch the aptitude of students, study their tastes, evaluate their competence, and those who are not up to the standard could be given the right vocational guidance and immediate employment on completion of their higher secondary studies, and others who are deemed fit could go to university for higher education.

The universities in India could play an important role in the integration of the country by exchanging students between States, so that they gain a broader outlook and better understanding of their fellow countrymen. Our universities have remained too long cut off from the main current of national life nor are they rooted in Indian tradition. Something positive should be done to remedy this. The services of the university should extend to the community directly—

apart from the indirect contribution it makes by educating its citizens.

Universities should be self-governing. A convention should be recognised to respect the autonomy of universities in this country and also keep them outside party politics.

There has been a lot of talk about making education a concurrent subject. With the increasing number of primary, middle and higher secondary schools in the country, I feel, it would be a very difficult task for the Centre to look after all of these. But so far as the universities are concerned, it may be considered, because not only will it go a long way in integrating the country, but also because the State Governments are inclined to delay their recommendations to the Centre and thus impede the progress of the development of these institutions.

Sir, there is so much to say regarding text-books and other very essential matters, but I shall have to restrain myself. But I would like once again to say a word about indiscipline. Students indiscipline does not stand alone. It is a part of the general indiscipline in the country, in family life, in social life and in political life.

If things remain as they are, I fear they will spell the ruination of the country. So, let us leave it to the Vice-Chancellors, lecturers, professors, teachers and educationists of this country to give to the youth of India not only knowledge but also the ability to tolerate and to understand another's point of view. Clear, open, unbiassed minds, devoid of casteism and communalism, minds that understand the trend of the world in which we live, they are the need of today if peace is to survive not only among ourselves but between nations.

Before I conclude, I should like to say a word about the difficulties of private collections and museums. Whenever the trustees of such museums have to approach the

Centre, they have to go through their State Governments, and the result is undue delay, and sometimes due to vested interests there is complete lack of co-operation. Therefore, I would like to urge that their dealings should be directly with the Central Education Ministry.

May I stress once more the need for education playing a vital role for the integration of the country? The recent crisis over the language issue shows how quickly the unity of our country can be disrupted by parochialism. We must face squarely the fact that communalism too has often raised its ugly head.

No amount of education, no matter how high the standard, can save this country if she is split on domestic issues. Students of the coming generation of India must wake into a secular dawn, where neither their aptitudes nor their aspirations are polluted by the sad irrationalities of our own times. And this is the greatest challenge to any programme or policy of education.

**Mr. Speaker:** Shri Banerjee has written to me that he would have no opportunity of participating in the discussion on any other demand.

**Shri S. M. Banerjee (Kanpur):** I will take only five minutes.

Mr. Speaker, at the very outset, I must request the Minister of Education, for whom the country has great respect, to come out with some policies in a concrete form about teachers. Only this morning when we tried to put questions he wanted to impress upon us that the primary responsibility is with the State Governments. I come from the State of Uttar Pradesh and the Education Minister and the Chief Minister of that State have made it abundantly clear that with all their good intentions, with all their earnest desire, they are unable to satisfy the needs of the teachers because the 50 per cent grant sought to be given by the Centre is within

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the Plan allocation, and unless something is done to give some amount outside the Plan allocation, the lot of the teachers cannot be improved.

They are supposed to be the builders of the nation. But the builders of the nation should not be expected to sleep in the footpath and dream sweet dreams. It is not possible. Since a solemn promise has been made by our Prime Minister, Shri Lal Bahadur Shastri, the Finance Minister and, last but not the least, by the Education Minister that the Centre will do its best to see that their lot is improved, I would only request them to do it at the earliest opportunity. Because, although the movement of the teachers, the struggle of the teachers, has been withdrawn and although it seems that there is a lull, I am constrained to say that it is only the lull before the storm. The teachers, who are supposed to be the builders of the nation, will again come to the nation and demand higher wages or living wages.

Another point which I wish to mention here is certain very long outstanding demands of the Survey of India employees. I have already moved my cut motions Nos. 80 to 85, and 83 relates to the emoluments of teachers. In 1962, the then Minister Prof. Humayun Kabir gave certain solemn promises. In 1962, in reply to the debate, Professor Humayun Kabir, the then Minister of Scientific Research and Cultural Affairs was pleased to give certain assurances about the Survey of India employees. What were those assurances? Sir, the Survey of India employees, with their headquarters in Dehra Dun and throughout the country, have been treated most shabbily even by the Pay Commission. What happened? They were not given an opportunity to go before the Pay Commission for evidence, though their union submitted a detailed memorandum because

the only one union which is there, which represents 90 per cent of the employees in Dehra Dun, is not yet recognised. We have been crying hoarse from the house-tops and the late lamented Home Minister, Shri G. B. Pant, gave us certain assurances that the matter was constantly being taken up with the Minister, Prof. Humayun Kabir, and others. But, unfortunately, nothing could happen and the union, though it represents more than 90 per cent of the employees, and that is the only one union in that particular establishment, is not yet recognised. And the result was that they could not go before the Pay Commission for evidence and a great injustice has been done.

When I pointed out in 1962 that the pay-scales of Survey of India employees were not in conformity with other Ministries, the hon. Minister assured that by the next budget session, he would be in a position to say that many of the anomalies were removed and the Survey of India employees were not in a position of disadvantage compared to any other employee of the Government of India. It is 1965 today and again I am before this House and I request the hon. Minister to do something at least to honour the assurances given by his predecessor.

The present hon. Minister had also stated during his visit to the Survey of India offices at Dehra Dun in the month of September, 1964, that the question of revision of pay-scales was receiving his active consideration. The people there are very much sceptic and whenever you tell them that it is under active consideration, they ask us in confidence whether something is being considered or not. The word 'active consideration' has become a word which means nothing is being considered. I was also informed by the Joint Secretary of the Ministry on 16th October, 1964

that the matter was under examination of the Ministry of Finance—that was under active consideration and this was under examination—and the decision would be shortly taken. I want to know what decision has been taken.

In 1962, in my speech, I also pointed out that the pay-scales of the employees doing identical job in the Geological Survey of India, India Security Press, Oil and Natural Gas Commission, Printing and Stationery, etc. are better than that of the Survey of India employees. I am in a position to produce in this House a comparative statement showing the pay-scales of different departments. I have no grouse against other Ministries. I only wish to say that the Survey of India employees, who have elected me as the President, have the highest regard for Mr. Chagla—when he went there, I was also there; they wanted to meet him and there was no demonstration, nothing of the sort—and we know Mr. Chagla, who is the emblem of justice and the emblem of impartiality, and his deputy, Shri Bhakt Darshan, who used to say much about the employee when he was a Member of this House, would have taken note of it. But, unfortunately, nothing has happened.

Even in the case of the Class IV employees of the Survey of India, the grades such as 85-110 which have been made available to Daftaries and Jemadars of many establishments have not been given to them. The semi-skilled grades of industrial staff of the India Security Press who were on the pay-scales of 35-50 and 40-60 were fitted in the scale of 80-110 but for the Survey of India employees, the scale is only 75-95. So is the case with Class III employees and draftsmen.

Then, the fate of workshop staff and transport staff of Survey of India is still worse. They have reached the maximum of their pay-scales of Rs. 131 and shall have to remain there till the end of their service career.

The scales of Rs. 110-180 and 130-212 which are admissible to workshop and M.T. staff of other Departments of Government of India have been denied to them.

Coming to the removal of restriction on grade promotions, in this connection, I would invite the kind attention of the hon. Minister that there are certain categories of employees in Survey of India viz. Plate Keeper, Negative Keeper, Record Keeper, Technical Clerk, etc. in the Class III Establishment whose prospects are sealed in one grade only i.e. Rs. 180 maximum.

Then there is the question of consolidated pay. This is another thing which has been agitating the minds of the Survey of India employees. Although there does not exist for any other type of trainees in the Survey of India, as, for example, the Topo Trainee Type 'A', Surveyors, Geodetic Computers, Scientific Assistants, Trig Computers, the system of consolidated pay, yet for the Topo Trainee Type 'B', there is a consolidated pay of Rs. 120 per month. This consolidated pay system should be done away with.

Then, I come to the question of seasonal employment and contingency establishment. Still about 80 per cent of the employees who are working in the Survey of India are seasonal employees or are borne on the contingency establishment. They have worked in the Bomdila area and in the NEFA areas. They have done exceedingly fine jobs there at the time of the Chinese aggression at great cost to their lives. When our Army had fled away from that area, it was the Survey of India people who were still surveying the Bomdila area. Some of these people have been rewarded and rewarded very well. But what is the regard given to them? They have been given a reward of only Rs. 100. So, in regard to seasonal employment and contingency establishment I submit that a committee should be appointed to go



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into the matter and do away with the seasonal employment and contingency employment. I am sure the hon. Minister will kindly do his best to see that the union is recognised. I can assure him that they have never gone on strike, and whenever they have agitated they have agitated only in self-defence.

With these words, I request him to kindly consider the two points which I have made; one is in regard to the salaries of the teachers who are the builders of the nation, and the other is in regard to the Survey of India employees for whose union recognition should be given. With these words, I would request the hon. Minister to kindly throw some light on these points when he is replying to the debate.

**Mr. Speaker:** The hon. Members may now move the cut motions to Demands for Grants relating to the Ministry of Education, subject to their being otherwise admissible.

**Shri Yashpal Singh** (Kairana): I beg to move:

(i) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Failure to increase the salaries of teachers of Union territories due to present dearness (1)].

(ii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Need to check unemployment amongst trained students (2)].

(iii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Need to set up a Central University for propagation of Hindi in South and East (3)].

(iv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Need for more constructive mea-

asures for development of Hindi and other Indian languages (4).]

(v) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Need to make suitable changes in the system of education with a view to check deterioration of conduct and moral degeneration (5)]

(vi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100"

[Need to check irregularities in the Council of Scientific and Industrial Research (6)].

(vii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[Recommendations of Dr. Sampurnanand and Dr. Sri Prakasa Committee (7)].

**Dr. M. S. Aney** (Nagpur): I beg to move:

(i) "That the demand under the head 'Education' be reduced by Rs. 100".

[Need to give better salaries to learned pundits belonging to old type of pathshalas for revival of Sanskrit education (25)]

(ii) "That the demand under the head 'Education' be reduced by Rs. 100"

[Need to promote physical education, sports and youth welfare (26).]

(iii) "That the demand under the head 'Education' be reduced by Rs. 100".

[Insufficient provision for moral and religious instructions (27)]

**Shri Narendra Singh Mahida** (Anand): I beg to move:

(i) "That the demand under the head 'Education' be reduced by Rs. 100".

[Need to check decline in the general standard of education (28)]

(ii) "That the demand under the head 'Education' be reduced by Rs. 100".

[Failure to produce a system of education responsible to the need of a developing society (29)]

(iii) "That the demand under the head 'Education' be reduced by Rs. 100".

[Need to improve conditions of service of teachers in Union territories (30)].

(iv) "That the demand under the head 'Education' be reduced by Rs. 100".

[Failure to educate students in moral and spiritual values (31)].

(v) "That the demand under the head 'Education' be reduced by Rs. 100".

[Failure to spread education among backward communities in rural areas (32)].

(vi) "That the demand under the head 'Archaeology' be reduced by Rs. 100".

[Need to restore Modhera—"Surya Mandir" and Sidhpur "Rudra Mahal", archaeological gems of Gujarat (37)].

**Shri Koya:** I beg to move:

(i) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need to establish more technical institutions (38)].

(ii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need for more provision for moral and religious education (39)].

(iii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Insufficient provision for promoting the study of Sanskrit, Arabic, Urdu and Persian (40)].

(iv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need for provision for higher studies in Arabic and Persian (41)].

(v) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need for imparting education to the children of sea fishermen in Kerala (42)].

**Shri Yashpal Singh:** I beg to move:

(i) "That the demand under the head 'Education' be reduced by Rs. 100."

[Basic of appointment of panel of judges for price competition for Children's Books and books for neo-literates (51)].

(ii) "That the demand under the head 'Education' be reduced by Rs. 100."

[Unnecessary changes made in English in the Hindi books selected for the award of various prizes in Hindi (52)].

(iii) "That the demand under the head 'Education' be reduced by Rs. 100."

[Need to bring cheap editions of various books for which prizes have been awarded (53)].

(iv) "That the demand under the head 'Education' be reduced by Rs. 100."

[Need for proper development of literature for adolescents (54)].

(v) "That the demand under the head 'Education' be reduced by Rs. 100."

[Need to popularise children's books of Hindi among non-Hindi speaking areas (55)].

**Shri Vasudevan Nair** (Ambalapur-zha): I beg to move:

(i) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Failure to implement even the reduced targets of primary education for children between the age group of 6—11 years (57)].

(ii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Failure to give priority allocation for girls education to make up lag between girls and boys education (58)].

(iii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need to implement a national fair scale of salaries for teachers and professors throughout India by Central Government (59)].

(iv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need to curb the unlawful and harmful practices of private management institutions. (60)].

(v) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Necessity of introducing the teaching of University classes in the regional languages. (61)].

(vi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need to supply adequate and satisfactory books for the teaching of University courses in the regional languages (62)].

(vii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Need to improve the condition of teachers and professors of the Centrally administered universities. (63)]

(viii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Working of the Directorate of Extension Programmes for Secondary Education, a unit of National Council of Educational Research and Training (64)].

(ix) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Comparative results of Higher Secondary and School final exams. throughout India and the High degree of wastage (65)].

(x) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Methods of promotions followed in the CSIR and other restrictive, frustrating practices in the scientific institutions (66)].

(xi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Method of granting permission and scholarships to go abroad to study especially to the USSR and other Socialist States. (67)].

(xii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Inadequate measures to procure the rare documents and original transcripts of our great poets, writers and literary figures. (68)].

(xiii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Working of the various Higher Technological Institutes, (69)].

(xiv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[Working of the Rural higher education institutes. (70)].

(xv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Working of the Viswabharati University. (71)*]

(xvi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need for reviewing the Secondary Education System. (72)*].

(xvii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Necessity of abolishing expensive public school education for the creation of an elite and to improve the general level of education for all. (73)*].

(xviii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need to subsidise hostel fees for Secondary School girls especially in rural areas. (74)*].

(xix) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need to reduce the number of foreign experts in the field of education. (75)*].

(xx) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need to devote 10 per cent of the budget at the Centre for education. (76)*].

(xxi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need to permit teachers of over 30 years of age to join private schools in Delhi (77)*].

**Dr. M. S. Aney:** I beg to move:

"That the demand under the head 'Ministry of Education' be reduced to Re. 1."

[*Retaining of English for an indefinite and undefined period as the official language (79)*].

**Shri S. M. Banerjee:** I beg to move:

(i) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need for granting the recognition to the Union of Survey of India Class IV employees (80)*].

(ii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100"

[*Need for regularisation of services of the Contingency-paid staff of the Survey of India (81)*].

(iii) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100".

[*Need for abolition of the system of giving Consolidated Pay, in Survey of India (82)*].

(iv) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Failure to increase the emoluments of the teachers (83)*].

(v) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Non-fulfilment of assurances given by the Hon'ble Minister in 1962 in respect of the employees of Survey of India (84)*].

(vi) "That the demand under the head 'Ministry of Education' be reduced by Rs. 100."

[*Need to remove disparity in the pay scales of the employees of the Survey of India (85)*].

**Dr. M. S. Aney:** I beg to move:

(i) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for students from non-Hindi area for studies in Hindi (92)*].

(ii) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for research scholarships in humanities (93)*].

(iii) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for Ceylon Estate Workers Education Trust (94)*].

(iv) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for scholarships for revival of Sanskrit education (95)*].

(v) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for Standing Commission for Scientific and Technical Terminology (96)*].

(vi) "That the demand under the head 'Education' be reduced to Re. 1."

[*Inadequacy of funds provided for development of regional languages (97)*].

**Mr. Speaker:** These cut motions are now before the House. We shall now take up the Calling Attention Notice.

17.47 hrs.

### CALLING ATTENTION TO A MATTER OF URGENT PUBLIC IMPORTANCE

(ii) INTERNATIONAL CONFERENCES ON CAMBODIA AND LAOS

**Shri Hari Vishnu Kamath** (Hoshangabad): I call the attention of the Minister of External Affairs to the following matter of urgent public importance and I request that he may make a statement thereon:—

"The reported proposals for the convening of international conferences on Cambodia and Laos and the Government of India's reaction thereto."

**The Minister of External Affairs (Shri Swaran Singh):** I have on various occasions kept the House informed of the developments that have been taking place in Vietnam. The situation in Vietnam is continuing to deteriorate and the cessation of hostilities there is not in sight. As the House is aware the Government of India, together with the Governments of 16 other non-aligned countries issued an appeal recently to the interested parties. The response to this appeal has been varied, but it is our hope that all concerned will give a positive response to the appeal made, in good faith, by so many non-aligned countries, with the objective of ending strife and restoring peace to this embattled land.

2. Though we have been more pre-occupied with the happenings in Vietnam, the problems facing Cambodia and Laos have also continued to engage our earnest attention. As the House is aware, the Government of India have always supported the proposals made by the Government of Cambodia for the convening of an International Conference to study the steps that should be taken to ensure the neutrality and territorial integrity of Cambodia. The Foreign Minister of Cambodia in his message of March 15 last has again approached the two Co-chairmen of the Geneva Conference for the urgent convening